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Minutes

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FACULTY SENATE MINUTES FOR March 4, 2003 (Vol. XXXI, No. 23)

The 2000-2001 Faculty Senate minutes and other information are available on the Web at <http://www.eiu.edu/~FacSen> The Faculty Senate agenda is posted weekly on the Web, at Coleman Hall 3556 and on the third-level bulletin board in Booth Library. Note: These Minutes are not a complete verbatim transcript of all utterances made at the Senate meeting.

I. Call to order by Anne Zahlan at 2:05 p.m. (Conference Room, Booth Library)

Present: R. Benedict, D. Brandt, G. Canivez, D. Carpenter, L. Clay Mendez, J. Dilworth, F. Fraker, B. Lawrence, M. Monippallil, S. Scher, M. Toosi, J. Wolski, A. Zahlan. Excused: D. Carwell. Guests: B. Augustine, M. Butt, J. Chambers, B. Donnelly, M. Hoadley, B. Irwin, D. Radavich, R. Sailors, A. Sartore.

II. Approval of the Minutes of February 25, 2003.

Motion (Dilworth/Clay Mendez) to approve Minutes of February 25, 2003. Yes: Benedict, Carpenter, Clay Mendez, Dilworth, Lawrence, Monippallil, Wolski, Zahlan. No: Brandt. Abstain: Fraker, Scher, Toosi. **Passed.**

III. Announcements: None

IV. Communications:

- A. Notes (5 February) from the President's Council
- B. E-mail message (27 February) from Judy Gorrell re: Scheduling Executive Committee Meeting and State of the University Address
- C. E-mail message (28 February) from John Allison re: Radio/TV Advisory Board
- D. E-mail message (3 March) from Bill Weber re: Information about faculty-authored books

Hearing no objection, Chair Zahlan suspended published order of business and moved directly to

VI. A. Assessment Issues II.

VI. A. Assessment Issues II: Statewide Testing Pilot Initiative (Reports from Senator Monippallil, David Radavich and Bonnie Irwin). Monippallil: In 1999, [the IBHE] adopted the six goals of *The Illinois Commitment*. Goal #5 is high quality, high expectations and challenges. ...Goal #5 states, "Illinois colleges and universities will hold students to even higher expectations for learning, and will be accountable for the quality of academic programs and the assessment of learning." [Re: Results and Accountability], "by 2004, all academic programs will systematically assess student learning and use those results to improve programs." This particular goal...was adopted by the [IBHE] in December, 2001; and at that time what they did was appointed an advisory committee [to create] additional mechanisms for implementing Goal #5, and in February of this year the final report of the advisory committee was submitted, and as far as I know they were all accepted by the Board. ...There are three levels of assessment: statewide assessment; across-the-board, institutional goals and assessment; and program-specific assessment. So, at this stage, we are talking about statewide assessment, for the state to determine the quality indicators. There are five states participating in this assessment mechanism: Illinois, Kentucky, New Mexico, Oklahoma and South Carolina; and what they have agreed to do is to participate in a study that is conducted by a PEW charitable trust. Here, again, there are three levels of testing: one at the community-college level, the second at the university level, and the third for recent graduates.... At the community-college and university levels, there will be 1,200 to 2,000 students participating in the assessment.... The objective of this particular exercise [via a battery of tests] is to determine where Illinois stands with respect to the quality indicators.

Radavich: ...The IBHE met on February 4 and discussed the PEW Charitable-Trust pilot-assessment study, and there were a variety of opinions expressed.... The result was that the IBHE voted that the program be voluntary at Illinois institutions.... The basic elements of the study grow out of the notion of extending K-through-12 standardized testing into the college arena, and there's a thinking that college students should undergo the standardized the standardized testing that we've seen in K through 12. Apparently, at least what we're hearing, the assessment instruments would be developed by faculty. Right now it seems to be very fuzzy what those instruments are, what those would entail, in fact; but there's a

desire to measure student outcome, so you hear language like ‘measurable student outcome,’ which implies basically that if you can’t measure it it may not be valuable. This grows out of some corporate models of productivity assessment and this standardized-testing movement. I attended a very, very helpful meeting at the IFT Convention about ten days ago, and Sue Kaufman testified, and Lew Welch from Southwestern College in Belleville, and Betty Ann Hubbard from the AFT Office in Washington, D.C.

A number of concerns came up during the discussion that I thought I would share with you. One of the concerns is that [the testing/assessment is] a kind of one-size-fits-all approach. This is a pilot study for five states, but the intention is to make it nationwide, and to push standardized testing on a nationwide basis. Even within Illinois there is a lot of concern that Eastern’s mission is different from Chicago State, or Edwardsville, or even Western... The test would, in large part, not make a lot of discrimination between [the different missions]. Another concern involves one-size-fits-all for disciplines; although there’s supposed to be a discipline component, the idea is that these standardized tests would be university-wide. I don’t know what it is we would want to measure that all 32 departments would agree to... One of the curious aspects for me, and for many people there [at the IFT Convention], is that the initiative seems to suggest that there’s not any assessment going on currently, that we aren’t already investigating a number of these issues. I raised the issue, knowing that we’re going through our NCA self-study next year (we’re going through a year-long, self-study process that will be quite detailed...), that a lot of these are already in place, which is not to say they couldn’t be improved; but this pilot study suggests something in addition to that. There were a couple of people there, one person from Black Hawk College, and they’re further along at implementing this kind of standardized testing... The faculty are being evaluated on their measurable student outcomes; and I mean that tenure and promotions are based on measurable student outcomes. They’re fighting it and it’s causing all kinds of turmoil, as you can imagine, because then it ceases to be assessment and starts to be a personnel evaluation... A larger concern has to do with what university missions really are. This pilot study is very geared to a kind of vocational-skills focus, whereas at Eastern we have a lot of programs in developing leadership...and citizenship and a lot of other things beyond measurable vocational skills.

So these were some of the concerns raised at that particular meeting. My own view is we’re undergoing a rigorous NCA re-accreditation study next year, and that will be a good experience for us to assess what we’re doing and to make some adjustments. I don’t see that we could undertake yet another assessment on top of that, or in addition to that... Also, we have a number of assessment programs in place, one of them being of course the Electronic Writing Portfolio, which needs some tweaking and work, but it’s something that we are working on; and our various departments are doing a number of positive things... One of the things about Eastern, when you look at what a lot of our students get out of an education here, student direct plays, for instance, and they plan and they design, or they deal with news in the *Daily Eastern News* and they learn to process information quickly. We have students who organize sports programs... Students learn how to put panel discussions together and give presentations. It’s difficult to see how you can measure that... My recommendation to the Faculty Senate is that it recommend to the administration that the university not participate in this pilot study. ...We are doing assessment already.

[By those present a number of concerns were expressed which, because of an increasingly deaf tape recorder, must be paraphrased. Toosi suggested some of Eastern’s students may do better on tests in specialty areas than in general-education tests. Donnelly suggested another test would seem like a waste of time to students, and Scher agreed. Benedict asserted that he’s opposed to standardized tests. Radavich stated we have to do a lot better job in marketing/advertising the assessment we’re already doing. Lawrence suggested that the validity of the results of standardized tests is questionable.]

Irwin: The [IBHE] Faculty Advisory Council last Friday, when this topic came up (and it came up in the Quality Committee, which Les Hyder chairs)..., there was not consensus, among members of the Faculty Advisory Council, about whether this is a good idea or not... I would say that the majority of people in the room thought that this was a bad idea for all kinds of reasons, most of which have been expressed; but the Faculty Advisory Council has not issued any particular statement, except one of concern. ...Friday the Faculty Advisory Council passed the proposal to add a 7th goal to *The Illinois Commitment*...: “The collective efforts of Illinois colleges and universities will enhance and enrich the quality of life for all Illinois citizens.” The feeling on the Faculty Advisory Council is that the six goals of the IBHE are very vocationally driven, but this [Goal #7] is what we’re all about; this is what it means to be part of an

academy; this is what it means for a university to really contribute to the life of the state; and this is precisely the thing...that a standardized test isn't really going to measure...

[After the IBHE Faculty Advisory Council heard a report about what the Illinois Community College Board does], we then had a very long and interesting discussion about whether we really need to two higher-education boards in the state of Illinois. As you may or may not know, an idea was floated in Springfield to smash all the education boards in the state into one...board. We all agreed that that was a terrible idea. There were a number of people in the room who thought the community colleges in some ways get two voices because they are represented on both the IBHE and the ICCB... The only real action item of the day [Friday, 28 February] was this 7th goal; the only concerns expressed about this at all were logistical, but we decided that wasn't our problem; as the Faculty Advisory Council it was our job to make the suggestion, and to be willing to work with the IBHE staff should the IBHE adopt this goal...

Motion (Scher/Wolski) that the Faculty Senate endorse the IBHE Faculty Advisory Council's recommendation to add a 7th goal to *The Illinois Commitment*. Yes: Benedict, Brandt, Canivez, Carpenter, Clay Mendez, Dilworth, Fraker, Lawrence, Monippallil, Scher, Toosi, Wolski, Zahlan. **Passed.**

- B. Faculty Development (update from and discussion with Bonnie Irwin, Jean Dilworth and Reed Benedict). Irwin: We [Faculty Development Steering Committee] have been meeting every two to three weeks... What we did last semester is we started with trying to define faculty development, and we are still attempting to define faculty development. We don't have a [specific] definition, but we know it when we see it. As a beginning, we have tried to define it as broadly as possible; we are not limiting ourselves to instructional development. ...We did a survey, contacted all the chairs and asked them, What kind of faculty development do you currently provide? And we assembled about four pages-worth of stuff; that stuff, in various forms, will be making an appearance soon to the campus community at large. What we're doing this semester is three-fold. One, we are working on a website... In December we met with the Provost, and we had three preliminary recommendations : One, faculty need a space; two, faculty development needs to be housed in Academic Affairs and not in Continuing Education; and three, we need a website... The website is coming along nicely, and we're excited about that. We also, as a committee, believe that, even though faculty development is not just about teaching, any institution that has the quality of teaching we have [should make it] a bigger deal; we should be talking about it. Because of that we are hosting the event tomorrow, "Talking About Teaching," an informal discussion, getting colleagues together from across campus to talk about teaching... The third thing we are working on, that is almost ready to be unveiled, is a survey. ...It's a needs-assessment survey that talks to faculty especially [re: faculty's goals and needs to achieve those goals]... [Irwin and Senator Benedict urged faculty to return the completed surveys promptly.]

At this point the Senate returned to its published order of business.

V. Old Business:

A. Committee Reports:

1. Executive Committee: Chair Zahlan informed the Senators that Interim President Hencken called an emergency meeting with executive committees of the three senates and CUPB, for Wednesday, 5 March 2003, at 4 p.m.
2. Student-Faculty Relations Committee: No report.
3. Faculty-Staff Relations Committee: No report.
4. Elections Committee: Motion (Brandt/Canivez) to forward the results of the special election [re: amendments to the Senate's Constitution] to Interim President Hencken, recommending approval of Amendment 1 and disapproval of Amendment 2. [Senator Brandt explained that he wanted the Faculty Senate to recommend that Interim President Hencken not approve Constitutional Amendment 2 because Senator Brandt had recently learned, contrary to what he and some others had been led to believe (i.e., that associate chairs are members of Unit A faculty), that at least one associate chair—not a member of Unit A faculty—would be precluded from serving on elected faculty councils/committees if Constitutional Amendment 2 were approved. Senator Brandt further believes that the electorate may have also misunderstood the status of associate chairs re: Unit-A membership.]

Motion (Scher/Clay Mendez) to divide the motion into having to do with Amendment 1 and the other having to do with Amendment 2. Yes: Benedict, Brandt, Canivez, Dilworth, Scher. No: Carpenter, Clay Mendez, Fraker, Lawrence, Monippallil, Toosi, Wolski, Zahlan. **Failed.**

Motion (Scher/Monippallil) to call the previous question. Yes: Monippallil, Scher. No: Benedict, Brandt, Canivez, Carpenter, Clay Mendez, Fraker, Lawrence, Toosi, Wolski. Abstain: Dilworth, Zahlan. **Failed.**

Motion (Scher/Toosi) to forward the results of the special election [re: amendments to the Senate's Constitution] to Interim President Hencken without recommendation. Yes: Benedict, Brandt, Canivez, Clay Mendez, Fraker, Monippallil, Toosi, Wolski, Zahlan. No: Carpenter. Abstain: Lawrence, Scher. **Passed.**

5. Nominations Committee: No report.

VII. Adjournment: Meeting adjourned at 4:02 p.m.

Future Agenda Items:

Evaluation of Electronic Writing Portfolios; Athletic Programs; International Programs; Faculty Development; University Foundation; Administrative Search Procedures; Computer-Privacy Policy; Shared Governance Concerns; Evaluation of Chairs; Temperature Control in Classrooms and Offices; Facilities-Naming Procedures; Faculty Representation on Board of Trustees; Increased Workload and Overload; Distance Education; Timing of Commencement; Planning for University Events.

Respectfully submitted,
David Carpenter

PLEASE NOTE: Faculty should send their ideas and suggestions about future technological needs to Senator Doug Brandt (cfdeb@eiu.edu).